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Crazy About Creatures

Language

Including:

What do we know about animals?
Animals in songs and poetry
Animals in works of fiction
Animals in non-fiction books
Book Fair

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An Integrated Unit for Grade 1/2

Written by:

Charlene Demaiter-Martin, Veronica Lloyd, Carol Bryden (Project

Length of Unit: approximately: 21.5 hours

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Crazy About Creatures

Language An Integrated Unit for Grade 1/2

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An Integrated Unit for Grade 1/2
Written by:

Charlene Demaiter-Martin, Veronica Lloyd, Carol Bryden (Project Leader)

St. Clair Catholic District School Board

Based on a unit by:

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St. Clair Catholic District School Board

This unit was written using the Curriculum Unit Planner, 1999-2001, which was developed in the province of Ontario by the Ministry of Education. The Planner provides electronic templates and resources to develop and share units to help implement the Ontario curriculum. This unit reflects the views of the developers of the unit and is not necessarily those of the Ministry of Education. Permission is given to reproduce this unit for any non-profit educational purpose. Teachers are encouraged to copy, edit, and adapt this unit for educational purposes. Any reference in this unit to particular commercial resources, learning materials, equipment, or technology does not reflect any official endorsements by the Ministry of Education, school boards, or associations that supported the production of this unit.

Crazy About Creatures
Language An Integrated Unit for Grade 1/2

Task Context

Students develop their skills in reading, writing, and oral communication as they explore a variety of forms of literature related to the topic of God's Creatures. Students are exposed to a variety of literary forms and build a word bank from which to draw when completing writing assignments. They are encouraged to express their thoughts and feelings about a fiction or non-fiction book that they have chosen to read through the venue of a book review which will be presented to fellow classmates. As they complete the activities in this unit, students come to realize the importance of being both an effective communicator and a sensitive listener. Developing a wider appreciation for the diversity of life that God has given us is emphasized throughout the unit. On the final day, students participate in a book fair during which they share their work with parents and other school personnel.

This unit is intended for use during the late second or third term in a Grade 1/2 classroom.

Catholic Graduate Expectations
CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively

CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

CGE 2d - Catholic Graduate Expectation - An Effective Communicator: Writes and speaks fluently one or both of Canada's official languages.

CGE 5a - Catholic Graduate Expectation - A Collaborative Contributor: Works effectively as an interdependent team member.

CGE 5e - Catholic Graduate Expectation - A Collaborative Contributor: Respects the rights, responsibilities and contributions of self and others.

CGE 5f - Catholic Graduate Expectation - A Collaborative Contributor: Exercises Christian leadership in the achievement of individual and group goals.

CGE 5g - Catholic Graduate Expectation - A Collaborative Contributor: Achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

CGE 7i - Catholic Graduate Expectation - A Responsible Citizen: Respects the environment and uses resources wisely.

Task Summary

Students explore some of the various types of literature that can be found in a library/resource centre, while at the same time learning about different types of animals. By completing the accompanying activities, they develop their reading, writing, and communication skills. The unit progresses through songs and poetry to fiction and finally to factual or information type texts. Opportunities exist for students to read chorally, in small groups, in pairs, and individually. Students listen to stories being read to them as well. The activities found in this unit require students to work individually, in pairs, and in a variety of groups while writing sentences, poems, songs, story summaries, and reports. Class presentations and teacher, peer, and self-assessments are also incorporated.
This unit lends itself to the inclusion of expectations from a variety of other curriculum areas. Expectations from Science (Life Systems), Visual Art, Music, and Drama are met. As well, the teacher can extend this theme into Mathematics (e.g., surveys about favourite animals, animal patterns), Social Studies (e.g., identifying favourite places, recreational areas, or making a map from the school to the library, zoo, etc.), and

Physical Education (e.g., moving in a variety of ways, such as galloping like a horse, slithering like a snake, etc.). This unit can also be linked to the Family Life Program, Fully Alive. Unit 1 (God Made The World) in the Grade 1 program and Unit 5 (God's Wonderful World) in the Grade 1 and 2 programs are especially applicable.

Culminating Task Assessment

Students assume the role of a librarian who is asked to buy new books for the school library. Their task is to read a wide variety of literature, both fiction and non-fiction, and to determine what primary students in the school would enjoy reading. Students select one specific book on which they report. During the process of their work, they write and read a short synopsis of a book and orally tell why they would purchase it for the library. Their performance and product should demonstrate an ability to read fluently with expression, and to write using simple sentences, and proper punctuation and spelling. Students use the conventions of oral language as they communicate their opinions about their book to an audience. They discuss the characters, plot, and setting, or in the case of non-fiction, the information contained in the text. A visual display of their favourite part of the book or the most interesting fact, is included. Students are assessed on their synopsis of the book, the clarity of their oral presentation and their visual display.

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Links to Prior Knowledge

Students should have been exposed to the use of some of the conventions of writing. They have developed a reading vocabulary. The etiquette of group work and experience with peer and self-assessment should also be part of the students' repertoire. Grade 1 students, as part of their Kindergarten program, should have been exposed to local animal habitats, the distinction between living and non-living things, and the life cycles of some animals. Grade 2 students, as a result of their Grade 1 science program, should have some knowledge of the needs of living creatures and the characteristics of some animals.

Considerations

Notes to Teacher

1. This Elementary Curriculum Unit has been written by a team of teachers for use by other teachers. It represents the approach they took to help students achieve the knowledge and skills described in the curriculum expectations. It is expected that teachers delivering the unit will use their professional judgment in tailoring the teaching/learning to meet the needs and interests of their students and their communities. Teachers may choose to use all or part of the unit, use additional or different resources, develop additional subtasks, and/or use these units as a stimulus to develop their own units.

The times provided by the writers for the unit and each subtask are only approximations. Teachers should adjust the task times in consideration of the needs and interests of their students and the organization of program in their school.

Each unit subtask contains strategies for teaching/learning and assessment, as well as assessment

recording devices. Teachers may wish to adjust strategies based on their particular situations. Where strategies are changed, corresponding changes must be made to assessment recording devices.

2. Some activities in the unit may require written communication with parents and guardians to provide information, receive permission or request assistance. Teachers must follow school and board policies and procedures when communicating with parents and guardians.

3. Units for combined grades provide examples of activities that could be used to meet the expectations for each grade. Teachers must examine the expectations listed for each subtask to determine the approach to the activities for each grade and how the instruction and assessment will be organized. Teachers may wish to develop additional activities specific to the expectations for each grade. Often the teacher must direct one grade to work on an appropriate assignment while the teacher focuses the other grade on different content.

4. The lessons in this unit are quite generic and not dependent on a specific text. Due to the wide variety of reading levels that may be present in a Grade 1/2 classroom, the selection of appropriate reading material is crucial. The teacher should assess whether the texts suggested meet the particular needs of the students and, if not, select works that match the students' level. Many reading series have animal based stories that could be easily used in place of the suggested works.

5. Whenever possible, using enlarged copies of the text would be preferred as this format allows for modelling during choral reading and discussion of the salient features of the work.

6. The teacher may consider planning a field trip to accompany this unit. If this is undertaken, appropriate policies and procedures must be followed in obtaining permission and for the trip itself. Possible locations could include a public library, book store, book bindery or publishing house, zoo, farm, pet store, or nature reserve. Special visitors could also be invited such as an author, librarian, veterinarian, or other animal specialist.

7. If possible, arrange the room to provide areas suitable for group work. Desks and tables arranged in pods are often helpful.

8. The teacher may wish to decorate the classroom with a variety of animal pictures or posters. Students could be invited to bring in a collection of toy animals to form a display. Toys with sentimental value, many pieces, or that are easily broken would not be suitable. Ensure that all items brought in are properly identified with the owner's name. Discuss with students the proper care of items that do not belong to them. Collaboratively, create rules for handling or not-handling the students' contributions to the display. "Handle each item as if it were your own," might be a rule.

9. When making student groupings, the teacher must be sensitive to student abilities, needs, and behaviours. Careful pairing of personalities and abilities can greatly effect the success of the task.

10. Blackline masters should be adjusted to meet student needs. For example, enlarging the font, adding rebus pictures to aid in reading certain words, and including interesting borders and small picture decorations might increase the user friendliness of these pages.

11. A variety of learning centres could be incorporated into the classroom to complement this theme. Possible centres might include: listening centres, puppet plays, a craft centre, animal puzzles, writing centres, computer games, a science table, etc. These centres could be used as free-time activities or could become a scheduled part of the day.

12. Book an area for the book fair in advance. The school gym or library/resource centre might be ideal. If this is not possible, the book fair could be held in the classroom with some judicious rearranging of furniture. Space in the hall could also be used. Students will likely need an area for their poster or display board, so

wall space or table surfaces should be available.

13. A note inviting parents to attend the book fair should be sent home at least a week in advance.

14. Teachers need to consult their board policies regarding use of any copyrighted materials. Before reproducing materials for student use from printed publications, teachers need to ensure that their board has a Cancopy licence and that this licence covers the resources they wish to use. Before screening videos/films with their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor. Teachers are reminded that much of the material on the Internet is protected by copyright. Copyright is usually owned by the person or organization that created the work. Reproduction of any work or substantial part of any work on the Internet is not allowed without the permission of the owner.

Adaptations

Adaptations include adjustments for exceptional pupils, students with special education needs, and/or ESL/ELD students. Teachers should consult students' Individual Educational Plans (IEP) for specific directions on required accommodations and/or modifications. Use the Teacher Companion (see Ontario Curriculum Unit Planner) to browse, copy, or bookmark Special Education and ESL/ELD strategies.

1 What do we know about animals?

Students demonstrate their language skills and show their prior knowledge about animals. They listen to a story, do choral reading, brainstorm names of various animals, and share already known facts related to these creatures. Finally, students choose an animal to illustrate and print informative sentences about it. Each individual page is bound into a class book or could be used to create a classroom display.

2 Animals in songs and poetry

Students explore a variety of poems and songs that are animal related. The patterns and rhymes found in such works are emphasized and students use these patterns to assist them when writing their own versions in small groups. Students expand their spelling and sight word vocabulary as they work through the various activities provided. The children realize that God has filled the earth with an amazing variety of life forms. They are encouraged to respond to each other in a Christ-like manner while working in small groups and when viewing the presentations of their classmates.

Catholic Graduate Expectations

CGE 5a - Catholic Graduate Expectation - A Collaborative Contributor: Works effectively as an interdependent team member.

CGE 5e - Catholic Graduate Expectation - A Collaborative Contributor: Respects the rights, responsibilities and contributions of self and others.

CGE 5f - Catholic Graduate Expectation - A Collaborative Contributor: Exercises Christian leadership in the achievement of individual and group goals.

CGE 5g - Catholic Graduate Expectation - A Collaborative Contributor: Achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

3 Animals in works of fiction

Students read a variety of fictional stories about animals and understand that every story has an introduction, middle, and end. They become familiar with the terms character, plot, and setting and learn designated spelling and sight vocabulary words related to the reading material given. Students sequence events, summarize plots, and are able to answer questions about the stories that they read. They are encouraged to be sensitive to their classmates who are presenting orally to the class. Students discuss the need to care for God's world.

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CGE 7i - Catholic Graduate Expectation - A Responsible Citizen: Respects the environment and uses resources wisely.

4 Animals in non-fiction books

Students examine a number of fact-based books related to animals. They learn to identify parts of a book such as subtitles, the table of contents, etc., and gain experience in gathering and interpreting information. Students learn to read and spell words related to animals as they work through the provided activities. Through class discussion, students are encouraged to become good stewards of the world in which they live.

Catholic Graduate Expectations

CGE 7i - Catholic Graduate Expectation - A Responsible Citizen: Respects the environment and uses resources wisely.

5 Book Fair

Students assume the role of a librarian who is asked to buy new books for the school library. Their task is to read a wide variety of literature, both fiction and non-fiction, and to determine what primary students in the school would enjoy reading. Students select one specific book on which they report. During the process of their work, they write and read a short synopsis of a book and orally tell why they would purchase it for the library. Their performance and product should demonstrate an ability to read fluently with expression, and to write using simple sentences, and proper punctuation and spelling. Students use the conventions of oral language as they communicate their opinions about their book to an audience. They discuss the characters, plot, and setting, or in the case of non-fiction, the information contained in the text. A visual display of their favourite part of the book or the most interesting fact, is included. Students are assessed on their synopsis of the book, the clarity of their oral presentation and their visual display.

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Description

Students demonstrate their language skills and show their prior knowledge about animals. They listen to a story, do choral reading, brainstorm names of various animals, and share already known facts related to these creatures. Finally, students choose an animal to illustrate and print informative sentences about it. Each individual page is bound into a class book or could be used to create a classroom display.

Expectations

1e9 A – write simple but complete sentences;
1e8 A • use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).
1e11 A – use a period at the end of a statement;
1e13 A – correctly spell words identified by the teacher (on charts/lists posted in the room and on individual word lists);
1e15 A – use capitals to begin sentences and to differentiate certain words (the pronoun I, names, days of the week, and months);
1e17 A – print legibly (capitals and small letters);
1e18 A – leave spaces between words.
2e3 A • begin to write more elaborate sentences by using adjectives and adverbs;
2e8 A • use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).
2e21 A – use words from their oral vocabulary, personal word lists, and class lists compiled through brainstorming;
2e25 A – print legibly;
2e26 A – use margins and spacing appropriately.
1e47 A • create some simple media works;
1e53 A – use simple gestures, volume, and tone of voice to communicate their wishes and needs;
1e20 A • read aloud in a way that communicates the meaning;
2e59 A – use appropriate gestures and tone of voice, as well as natural speech rhythms, when speaking;
2e53 A • create simple media works;
2e28 A • read aloud in a way that communicates the meaning;

Groupings

Students Working As A Whole Class
Students Working Individually

Teaching / Learning Strategies

Book Talks
Read Along
Word Wall
Demonstration

Assessment

The teacher assesses students' work using a rating scale.

Assessment Strategies

Performance Task

Assessment Recording Devices

Rating Scale

Teaching / Learning

The times provided by the writers for the unit and each subtask are only approximations. Teachers should adjust the task times in consideration of the needs and interests of their students and the organization of program in their school.

1. Introduce the topic Crazy About Creatures by reading a book that contains many animals, such as *The Zoo Book,* by Jan Pfloog or *The Wildlife ABC Book,* by Jan Thornhill. Use this as a chance to demonstrate how a book talk is conducted. Note the author and the illustrator, give a synopsis of the book's content, and tell why it is a favourite. The teacher could also display other animal books at this time.

2. Brainstorm a list of animals on chart paper. This paper is posted for future reference or the words could be

transferred onto a word wall. Make note of how many wonderful animals God has created for us to enjoy. Choose an appropriate number of words from this list to be used as spelling/sight words.

3. Choose several animals from the class list and make up descriptive sentences about them. Note that the sentences can be based on anything that students already know about that animal, e.g., what it looks like, how it moves, what it eats, where it lives, etc. Grade 1 students should print one sentence about their animal while Grade 2 students should print two or more. Distribute BLM 1.1.

4. When they have completed the page, students present their work at the front of the room.

5. The teacher collects the pages and binds them into a class book or creates a bulletin board display.

6. The teacher tells the students that since they have such a wide variety of knowledge about animals they have been chosen to assist in the selection of books for the school library. Explain the culminating task to the class.

7. A note is sent home to the parents/guardians explaining this new unit (see BLM 1.2).

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

Students who have difficulty with paper-pencil tasks may require scribing assistance. Those with speech difficulties may require some assistance when orally presenting their page to the class.

Resources

BLM 1.1 Our Animal Book	BLM_1.1_OurAnimalBook.cwk
BLM 1.2 School and Home Links Newsletter (Sample)	BLM_1.2_NewsletterSample.cwk
The Zoo Book	Jan Pfloog
Sarah Saw a Blue Macaw	Jo Ellen Bogart and Sylvie Daigneault
The Wildlife ABC - A Nature Alphabet Book	Jan Thornhill
Bugs and Beasties ABC	Cheryl Nathan
Brown Bear, Brown Bear, What Do You See?	Bill Martin Jr.
Wet and Wild	Owl Magazine
Animal Alphabet	Scholastic
chart paper	2

Notes to Teacher

1. The class book should be left on a reading rack for students to read at their leisure. Alternatively, the book could be sent home each night with a different student. They could read this book to their families. A comment page could be included in the back.

2. The teacher may need to adjust the suggested reading/spelling word list to suit student ability. Any resources used in class would need to be altered to reflect this.

3. Students could be invited to bring in a collection of toy animals to form a display. Toys with sentimental value, many pieces, or that are easily broken would not be suitable. Ensure that all items brought in are properly identified with the owner's name. Verse students in the proper care of items that do not belong to them. (Please see Notes to Teacher, Unit Overview, #5)

4. Viewing an animal video such as *Animal Alphabet* from Scholastic or *Wet and Wild* from Owl Magazine might be included at some point during the first day. This would help to inspire the students' interest in the unit.

5. Prepare a letter to send home to parents explaining this new unit (see BLM 1.2).

Teacher Reflections

Crazy About Creatures

Language An Integrated Unit for Grade 1/2 — **240 mins**

Description

Students explore a variety of poems and songs that are animal related. The patterns and rhymes found in such works are emphasized and students use these patterns to assist them when writing their own versions in small groups. Students expand their spelling and sight word vocabulary as they work through the various activities provided. The children realize that God has filled the earth with an amazing variety of life forms. They are encouraged to respond to each other in a Christ-like manner while working in small groups and when viewing the presentations of their classmates.

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Expectations

1e4 A	• produce short pieces of writing using simple forms (e.g., stories, descriptions, lists of information);
1e13 A	– correctly spell words identified by the teacher (on charts/lists posted in the room and on individual word lists);
1e19 A	• read a variety of simple written materials (e.g., signs, pattern books, rhymes, children's reference books) for different purposes (e.g., for practice, information, vocabulary building, enjoyment);
1e20 A	• read aloud in a way that communicates the meaning;
2e4 A	• produce short pieces of writing using simple forms (e.g., narratives and poems based on familiar models);
2e17 A	– correctly spell words identified by the teacher;
2e27 A	• read a variety of simple written materials (e.g., pattern books on specific themes, stories, chart stories, poems, interactive software) for different purposes;
1e16 A	– use words from their oral vocabulary as well as less familiar words from class-displayed word lists;
2e20 A	– begin to use resources (e.g., personal dictionary, classroom-displayed vocabulary) to confirm spelling;
2e21 A	– use words from their oral vocabulary, personal word lists, and class lists compiled through brainstorming;
1a7	– identify rhythms in language (e.g., patterns of long and short sounds in nursery rhymes);
2a7	– identify rhythmic patterns (e.g., clap the pattern of syllables in nursery rhymes);

Groupings

Students Working As A Whole Class
Students Working Individually
Students Working In Pairs
Students Working In Small Groups

Teaching / Learning Strategies

Word Wall
Cloze
Guided Writing
Conferencing
Practice And Drill
Workbook/work Sheets

Assessment

The teacher makes observational notes of student application of phonetic skills during cloze and spelling activities. Anecdotal comments regarding group work skills and development of editing/revising skills are recorded (see BLM 2.11). Student self-assessments are examined.

Assessment Strategies

Observation
Performance Task
Conference
Classroom Presentation
Self Assessment
Select Response

Animals in songs and poetry

Assessment Recording Devices
Anecdotal Record

Teaching / Learning

The times provided by the writers for the unit and each subtask are only approximations. Teachers should adjust the task times in consideration of the needs and interests of their students and the organization of program in their school.

Day 1

1. Read or sing with students a variety of poems/songs related to the topic of animals, such as *Old MacDonald Had a Farm* (BLM 2.1), *The Farmer in the Dell* (BLM 2.2), *Who Built The Ark?* (BLM 2.3), *Down by the Bay* by Raffi, *If I Were A Butterfly* or *There Was A Little Turtle*. The words should be easily visible to students on a chart or overhead, or provide individual copies, so that they can track the text and join in on familiar parts.
2. Once students are familiar with the text, complete some group cloze activities on an overhead or chalkboard. Hide some words, especially any that are part of this week's spelling/reading list, and by revealing the initial letter have students suggest what the word might be based on their knowledge of the text and the phonetic clue. Have them spell the word phonetically and check against the actual spelling. Make note of rhyming words and discuss the spelling patterns. If singular and plural (BLM 2.8) and sentence structure (BLM 2.9) have not been taught, lessons to address these skills must be provided before the BLMs are assigned.
3. Students can then begin to work independently on this week's spelling activities (see BLMs 2.4 to 2.9 inclusive) or word wall activities.

Day 2

1. Revisit yesterday's songs and poems through choral reading. Have students locate spelling/sight words that are in the text. Demonstrate and practise clapping the beat and noting the rhythm and rhyme of various texts. Discuss that rhythm and rhyme are common characteristics of songs and poems. If students do not already have their own copies of the text, distribute them now. Have students read in pairs. Emphasize reading with expression and attention to the rhythm of the text. The teacher records observations of reading behaviour.
2. Return to the large group and choose a poem or song to rewrite into a class version. Guide students through this process with emphasis on the need for rhythm and rhyme, e.g., *The Farmer In the Dell* could become, "the keeper at the zoo, the keeper at the zoo, time to feed the animals, the keeper at the zoo." Progress from a large animal (the elephant eats peanuts) to a very small animal (the frog eats a bug).
3. Students work in small groups to create a rough draft of their own version of a song/poem. Review group-work skills (taking turns, using encouraging words, etc.). Note that correct spelling of designated words is expected. Depending on ability, Grade 1 students could complete a fill-in-the-blank poem (BLM 2.10) while Grade 2 students could write the whole song/poem. Students cut out each verse, glue it on a large sheet of paper, and draw a picture for each verse.
4. The teacher conferences with the various groups as they work.

Day 3

1. As a warm-up, gather students in a group to reread the various poems/songs studied, adding appropriate gestures to accompany the words. Then allow students to work in their small groups on the good copy of their song/poem. They illustrate each verse/stanza and the teacher assists in binding the pages to form a big book.
2. Discuss good presentation skills and record them on a chart. Contents to be listed could include:
- Know what you want to say and in what order you will say it.
- Rehearse what you want to say.

- Look at your audience.
- Use your loud speaking voice.
- Use expression in your voice and your face.
- Use appropriate gestures when you speak.

Have students decide what format they will use to present their book to the class. Allow time to gather or make props and for rehearsal.

3. Provide time for students to continue practising this week's reading/spelling words by completing worksheet activities, word wall activities, or by having a spelling bee.

Day 4

1. Groups take turns presenting their big books to the class.
2. Students complete a peer and self-assessment on their participation in the group and on their final product. Discuss and list on a chart good group work skills for students to use in their assessment. These skills could include:

- Take turns.
- Listen to everyone's ideas.
- Help each other.
- Use polite words.
- Use quiet voices.
- Do your part.
- Do your best.
- Stay on task.

3. Discuss what they enjoyed about each book and relate this to the culminating task where they choose books that are enjoyable. List the qualities that they enjoyed most, for future reference.
4. Have a dictation of the spelling words for this week.

Adaptations

Resources

BLM 2.2 The Farmer In The Dell	BLM_2.2_FarmerInTheDell.cwk
BLM 2.3 Who Built The Ark?	BLM_2.3_NoahArkSong.cwk
BLM 2.1 Old MacDonald Had a Farm	BLM_2.1_OldMacHadFarm.cwk
BLM 2.4 Wordsearch 1	BLM_2.4_WordSearch1.cwk
BLM 2.7 Wordscramble 1	BLM_2.7_WordScramble1.cwk
BLM 2.9 Sentences 1	BLM_2.9_MakeSentences1.cwk
BLM 2.6 Rhymes 1	BLM_2.6_RhymingWords1.cwk
BLM 2.5 Missing Letters 1	BLM_2.5_MissingLetters1.cwk
BLM 2.10 Gr.1 Fill-in-the-Blank Poem	BLM_2.10_Gr.1FillBlankPoem.cwk

BLM 2.11 Assessing Group Work	BLM_2.11_GroupAssessCheck.cwk
BLM 2.8 Plurals	BLM_2.8_PluralWords.cwk
Down by the Bay	Raffi
There Was an Old Lady	Traditional
Kids Praise! Chorus Book	Marantha Music
Two by Two	Barbara Reid
In the Small, Small Pond	Denise Fleming
Over in the Meadow	John Langstaff
Sitting on the Farm	Bob King
white paper approximately 16" x 24"	6
chart paper	2
pencils, crayons, etc.	
writing paper	2
chart paper	1
overhead projector	1

Notes to Teacher

1. Open spaces, or desks arranged in pods, are needed for group work when students write their song/poem.

2. When grouping students, the teacher must consider mixing student abilities and grade levels to ensure success.

3. If possible, tape-record students reading/singing the poems and then place this at a listening centre.

4. The students' presentations of their songs or poems could be videotaped and viewed during an open house.

5. To make efficient use of time, students who need to make props for their presentations could construct these during an art lesson.

6. The work regarding the beat, rhythm, and rhyme of the various songs and poems could be integrated into a music lesson.

7. The student presentations of their big books could be integrated into a drama lesson.

Teacher Reflections

Crazy About Creatures

Language An Integrated Unit for Grade 1/2

300 mins

Description

Students read a variety of fictional stories about animals and understand that every story has an introduction, middle, and end. They become familiar with the terms character, plot, and setting and learn designated spelling and sight vocabulary words related to the reading material given. Students sequence events, summarize plots, and are able to answer questions about the stories that they read. They are encouraged to be sensitive to their classmates who are presenting orally to the class. Students discuss the need to care for God's world.

Catholic Graduate Expectations

CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively

CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

CGE 2d - Catholic Graduate Expectation - An Effective Communicator: Writes and speaks fluently one or both of Canada's official languages.

CGE 5e - Catholic Graduate Expectation - A Collaborative Contributor: Respects the rights, responsibilities and contributions of self and others.

CGE 7i - Catholic Graduate Expectation - A Responsible Citizen: Respects the environment and uses resources wisely.

Expectations

1e2 A	• organize information so that the writing conveys a clear message (e.g., describe events in the proper sequence: We went to see the dog. I liked him very much. We took him home on the bus);
1e22 A	• express clear responses to written materials, relating the ideas in them (thoughts, feelings, experiences) to their own knowledge and experience;
1e27 A	– retell a simple story in proper sequence and recall information in it accurately;
2e2 A	• organize ideas in a logical sequence (e.g., write stories that have a beginning, middle, and end);
2e8 A	• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).
1e13 A	– correctly spell words identified by the teacher (on charts/lists posted in the room and on individual word lists);
2e30 A	• express clear responses to written materials, relating the ideas in them (thoughts, feelings, experiences) to their own knowledge and experience;
2e37 A	– express their thoughts and feelings about ideas in a piece of writing;
2e35 A	– retell a story in proper sequence, identify the main idea and the characters, and discuss some aspects of the story (e.g., give reasons why they prefer one character rather than another);

Groupings

Students Working As A Whole Class
Students Working In Small Groups
Students Working Individually

Teaching / Learning Strategies

Book Talks
Guided Reading
Read Along
Read Aloud
Word Wall
Workbook/work Sheets
Demonstration

Assessment

Anecdotal comments are made on students' reading abilities, based on observations during guided reading sessions. Notes regarding group-work skills are also made. Reading, writing, and oral presentation skills from the various assignments are noted in an appropriate rating scale.

Assessment Strategies

Classroom Presentation
Observation

2e50 A	• talk about characters and situations in stories, and information in non-fiction materials, and relate them to personal experience;
1e59 A	– distinguish between real life and life depicted in animated works (e.g., television cartoons, films);
1e51 A	– present ideas in speech in a coherent sequence;

Response Journal
Select Response

Assessment Recording Devices
Anecdotal Record
Rating Scale

Teaching / Learning

The times provided by the writers for the unit and each subtask are only approximations. Teachers should adjust the task times in consideration of the needs and interests of their students and the organization of program in their school.

Day 1

1. In order to introduce the term *fiction*, start by pre-selecting a story about a fictional animal, e.g., *The Three Little Pigs* (BLM 3.1) or *Effie,* by Beverley Allinson. Without disclosing the book to be read, ask students what they know about this animal and record their responses on chart paper.
2. Read aloud the selected story to students and then have them reflect on whether or not the animal behaved as they might have expected, based on the ideas previously listed on chart paper. Why is there a difference? Guide students to the realization that the animal in the story is not real but rather the product of the author's imagination. Explain that such stories are fictional and are found in a designated area of a library/resource centre.
3. Give each student a picture featuring either a real or a fictitious animal. Have students sort these into the appropriate category and justify their choice.
4. Explain that they will be working in small groups to explore a variety of works of fiction. Divide students into appropriate instructional groups and give each group a different fictional story to read. Possible Grade 1 stories might include: *Frog's Lunch* by Dee Lillegard, *Buzz, Said the Bee* by Wendy Cheyette Lewison, or *Who Wants a Ride?* by Robin Bernard. Possible Grade 2 texts might include: *Willie's Wonderful Pet* by Mel Cebulash, *Look-Alike Animals* by Robin Bernard, or *Clifford* by Norman Bridwell. Allow time for students to read the text several times. Choose one group with which to do some guided reading or circulate throughout the room making observations on reading behaviours.
5. When students have finished reading in their small groups, they independently draw a picture of a favourite part of the story and print a sentence telling why they enjoy it. The teacher collects these for marking. Remind students that identifying a favourite part of a story is one of the requirements of their book talk.
6. The teacher should have pre-selected a set of spelling/sight words for the week. Introduce these words to students and play Around the World or conduct another appropriate activity to familiarize students with the words. These words should be posted in the room or added to the word wall.

Day 2

1. Revisit yesterday's large group story, e.g., *The Three Little Pigs*. Read the story along with students. Use a large copy of the text or individual copies if possible.
2. Display, out of order, a set of sequence cards (with pictures and sentences) for the story. Work together to sequence the cards.
3. Have students work in their small groups from yesterday, first rereading their story and then writing and illustrating their own sequence cards. Have them arrange the cards to form a story summary. The teacher should conduct a guided reading session with at least one group or circulate around the class making anecdotal observations.

Day 3

1. Review good presentation skills from Subtask 2. Students briefly rehearse their presentation of their story summary to the class.
2. After the presentations, students write in their journals, naming the story they think they would like to read

next, based on the story summaries. They should tell what makes it sound like an interesting story. Some students may wish to share their journal entries.
3. Students return to their small reading groups and look for this week's spelling and sight words in their books as they reread the story. The teacher could conduct a guided reading session or circulate making anecdotal comments on reading behaviours. Students begin to complete various activities based on the spelling/reading lists (BLMs 3.2 to 3.7). BLM 3.7 could be used as a student reference chart.

Day 4
1. Give a brief book talk on a new fictional animal story that emphasizes conservation, such as *Dear Children of the Earth* by Schim Schimmel. Discuss the message of the book: caring for the earth and the animals in it. Reflect on our duty to be good stewards of God's earth. Using interactive writing, make a list of things that the students could do to help preserve nature. Encourage application of phonics and accessing the word wall when students are attempting to spell.
2. Explain that some fictional stories are written to entertain and some are written to teach lessons. Have students think about the book that they have been reading in their small groups. Into which category do their books fit?
3. Read to students another story with a message, such as an Aesop fable, e.g., *The Lion and the Mouse* or *The Tortoise and the Hare*.)
4. Have the students draw a picture representing the main message of the book. Students can then share and discuss their ideas. Explain that when they conduct their book talk, they are required to decorate their display in such a way as to convey the main idea of the book they review.
5. Students continue to complete the spelling/reading list activities.

Day 5
1. Have the weekly spelling dictation.
2. Reflect on the past two weeks' activities: identifying a favourite part of a book, sequencing and summarizing a story, determining if the book is for entertainment or if it has a moral, making a visual representation of the main idea of the book, identifying the skills needed for presenting orally, and using props to enhance the appeal of a presentation.
3. Explain that in a book talk it is also important to note the author and illustrator. Review where this information is found on a book.
4. If possible, take students to the school library/resource centre and show how fictional books are filed based on the author's last name. Have Grade 1 students search for authors whose last names start with specific letters and record them on BLM 3.5. They should also note the illustrator. Students in Grade 2 will search for books by specific authors and record the title and illustrator (BLM 3.6). If it is not possible to access a school library/resource centre, a collection of books could be compiled in the classroom for this activity.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

Non-readers might need to use a listening centre to aid in "reading" their book when the teacher is working with other reading groups. Students who have difficulty with paper-pencil tasks may require scribing assistance. Those with speech difficulties may require some assistance when orally presenting to the class.

Resources

BLM 3.1 The Three Little Pigs BLM_3.1_3LittlePigsStory.cwk

BLM 3.2 Wordsearch 2	BLM_3.2_WordSearch2.cwk
BLM 3.4(a) Sentences2 (Gr. 1)	BLM_3.4aGr.1MakeSentences2.cwk
BLM 3.6 Find the Author and Illustrator Grade 2	BLM_3.6_Gr.2FindAuthorIllus.cwk
BLM 3.3 Wordscamble 2	BLM_3.3_WordScramble2.cwk
BLM 3.5 Find the Author and Illustrator Grade 1	BLM_3.5_Gr.1FindAuthorIllus.cwk
BLM 3.7 Hints to Help You Read	BLM_3.7_ReadingHelpHints.cwk
BLM 3.4(b) Sentences2 (Gr. 2)	BLM_3.4b_Gr.2MakeSentences2.cwk
Dear Children of the Earth	Schim Schimmel
The Lion and the Mouse	Aesop
The Tortoise and the Hare	Aesop
Long Live Earth	Meighan Morrison
Rain Forest	Helen Cowcher
The Story of Jumping Mouse	John Steptoe
Benjy's Dog House	Margaret Bloy Graham
Who Wants A Ride?	Robin Bernard
"Buzz," said the Bee	Wendy Cheyette Lewison
Frog's Lunch	Dee Lillegard
The Great Kapok Tree	Lynne Cherry
Clifford, the Big Red Dog	Norman Bridwell
Look-Alike Animals	Robin Bernard
Willie's Wonderful Pet	Mel Cebulash
Effie	Beverley Allinson
Jan Brett	
drawing paper 8.5" x 11"	1
chart paper	2
journals or paper on which to write	1

- spelling dication books or paper on which to write
- pencils, crayons, etc.
- sequence cards and sentences
- animal pictures both real and animated

Notes to Teacher

1. Select texts at the appropriate reading level for the student groupings. Many reading series already have a wide variety of animal stories in them.

2. All students should be able to view the text that is being read in the small groups. Individual copies of the text would be ideal, but big books are also a good choice.

3. When dividing students into groups, the teacher might wish to group students according to similar reading levels so that the text chosen is appropriate for all. Students who are not yet readers could follow along with the stories on listening tapes.

4. The teacher may need to adjust the suggested reading/spelling word list to suit student ability. Any student resources used would also need adjusting. For ease of organization, the teacher might attempt to choose reading/spelling words that appear in all of the stories being used. Commonly used words, such as *running*, or *said* would be examples of words found in many stories.

5. Depending on the Grade 1 students' abilities, rather than having students write their own story summary, the teacher could have one already written on sentence strips and students would just need to sequence the events. Non-readers could have pictures to sequence.

6. When discussing caring for the world, the teacher needs to be sensitive to the fact that some students might come from a home where no recycling is done or where an adult goes hunting for deer, rabbits, ducks, etc. Be prepared to deal with such issues in a non-judgemental manner.

7. Many classrooms have story time. The teacher might wish to take this opportunity to feature animal books which were written specifically by Canadian authors.

8. The URLs for websites were verified by the writers prior to publication. Given the frequency with which these designations change, the teacher should always verify the websites prior to assigning them for student use. Supervising students who are using the Internet is necessary to ensure that appropriate sites are being visited.

Teacher Reflections

Animals in non-fiction books

Description

Students examine a number of fact-based books related to animals. They learn to identify parts of a book such as subtitles, the table of contents, etc., and gain experience in gathering and interpreting information. Students learn to read and spell words related to animals as they work through the provided activities. Through class discussion, students are encouraged to become good stewards of the world in which they live.

Catholic Graduate Expectations

CGE 7i - Catholic Graduate Expectation - A Responsible Citizen: Respects the environment and uses resources wisely.

Expectations

2e46 A – use and interpret some conventions of formal texts (e.g., maps, pictures, graphics, simple diagrams, bold and italic type for headings).

2e34 A – restate information in a short non-fiction text in their own words;

2e29 A • read independently, using reading strategies appropriate for this grade level;

2e20 A – begin to use resources (e.g., personal dictionary, classroom-displayed vocabulary) to confirm spelling;

2e17 A – correctly spell words identified by the teacher;

2e7 A • use and spell correctly the vocabulary appropriate for this grade level;

1e40 A – use some basic conventions of formal texts to locate information (e.g., book title, page numbers).

1e32 A – identify ways in which different kinds of written materials are organized (e.g., stories, pop-up books, reference books);

1e21 A • read independently, using reading strategies appropriate for this grade level;

1e13 A – correctly spell words identified by the teacher (on charts/lists posted in the room and on individual word lists);

1e7 A • use and spell correctly the vocabulary appropriate for this grade level;

1s1 • demonstrate an understanding of the basic needs of animals and plants (e.g., the need for food, air, and water);

1s2 • investigate the characteristics and needs of animals and plants;

2s13 – ask questions about and identify some needs of different animals with which they are familiar, and explore possible answers to these questions and ways of meeting these needs (e.g., examine different kinds of teeth and explain how their shape enables an animal to bite, tear, or grind its food);

2s1 • demonstrate an understanding of the similarities and differences among various types of animals and the ways in which animals adapt to different environmental conditions;

Groupings

Students Working As A Whole Class
Students Working In Small Groups
Students Working Individually

Teaching / Learning Strategies

Conferencing
Word Wall
Read Along
Workbook/work Sheets
Guided Exploration

Assessment

The teacher keeps anecdotal comments based on observations made while students work on their animal research. Skill using various components of the books is noted. During the conferencing, make note of students' ability to edit for spelling and punctuation and change words to clarify meaning, etc. Keep student work from this subtask in the portfolio and at the end of the subtask, assess their achievement of the expectations.

Assessment Strategies

Classroom Presentation
Conference
Performance Task
Self Assessment

Assessment Recording Devices

Anecdotal Record

Teaching / Learning

The times provided by the writers for the unit and each subtask are only approximations. Teachers should adjust the task times in consideration of the needs and interests of their students and the organization of program in their school.

Day 1

1. Discuss with students the difference between the fiction books that they have been working with thus far and the non-fiction or true-fact books that they will now be examining.
2. Put the children in small groups of two or three with a number of both fiction and non-fiction books about animals. Have them divide the books into two separate piles according to these classifications. Then have them tell the reasons they put them into these groups. List these reasons on chart paper.
3. Read a short non-fiction book about an animal in its habitat and draw from this a list of spelling/sight words for the week. These words should be posted or added to the word wall.
4. Many of the non-fiction spelling/reading words will be new or unfamiliar to students. Spend time introducing these words, discussing their meaning, using them in sentences, and then reviewing them on flash cards. These can be used over the next several days for word wall activities and in games such as Around the World, Word Scrambles, etc.

Day 2

1. Go back to the chart paper that lists the characteristics of non-fiction books. It should list components, such as the table of contents, titles, subtitles, index, and glossary. If not, these can be introduced. Have each child locate these parts in a non-fiction book that the teacher has provided for them. The teacher demonstrates with a book, in front of the class, each component and supervises as the children look for them. Discuss why each section is helpful in finding information quickly.
2. Each child is responsible for using these sections of a non-fiction book when locating information and answering research questions on an animal of their choice. They should choose an animal and begin looking for books about this animal either in the school library/resource centre or from a library of non-fiction books provided by the teacher. Give students time to read over the material independently and share the information with a friend.
3. Read through this week's word list and relate these words to the various animals that the children have chosen, e.g., Mary is researching the robin. The robin is a bird with a beak and feathers. It lays eggs.
4. Review spelling words, use flash cards, etc.

Day 3

1. The children are given a copy of the research questions that they are to answer (BLM 4.1). Go over the questions so that all students understand them and suggest in which parts of the text they might find the information, e.g., look in the index for the word habitat and then go to that page for this information.
2. Using the books that they have found for their chosen animal, students can begin using the table of contents, titles, subtitles, pictures, maps, and other types of information provided to answer the comprehension questions in rough form.

Day 4

1. The teacher conferences with individual students to be sure that they are finding correct information and are answering the research questions in proper form and accurately. Children can continue researching while this is occurring.
2. Children are given a second copy of the question page (BLM 4.1) to rewrite the revised answers and finish illustrations.

Day 5

1. Children present the information they have gathered on their chosen animal to the class. They complete a self-assessment on their project.
2. They are given dictation on the week's words.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

Teacher assistance may be required for researching and using reference materials, as well as accommodations made for answering comprehension questions.

Resources

BLM 4.1 Non-Fiction Research Project	BLM_4.1_NonFictionQuestions.cwk
BLM 4.2 Non-Fiction Sight Vocabulary	BLM_4.2_NonFictionVocab_T.cwk
Endanger Animals Series - St. Lawrence Beluga	Sylvia Funston
Getting to Know Nature's Children - Raccoons	Laima Dingwall
chicaDEE	published by Owl Magazine
Little Wonders - Animal Babies and their Families	Marily Bailie
The World of Animals	Tom Stacy
Highlights Animal Books - Pandas	Jinny Johnson
Zoobooks - Penguins	John Bonnett Wexo
chart paper	2
pencils, crayons, etc.	

	stories that have a beginning, middle, and end);
2e4 A	• produce short pieces of writing using simple forms (e.g., narratives and poems based on familiar models);
2e6 A	• revise and edit written work, focusing on specific features (e.g., sequence of ideas), with assistance from the teacher;
2e8 A	• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).
2e23 A	– use words and pictures to create a message;
2e21 A	– use words from their oral vocabulary, personal word lists, and class lists compiled through brainstorming;
2e40 A	– use their knowledge of word endings to recognize the same word in different forms (e.g., jumps, jumped, jumping);

Teaching / Learning

The times provided by the writers for the unit and each subtask are only approximations. Teachers should adjust the task times in consideration of the needs and interests of their students and the organization of program in their school.

Day 1

1. Review with students that the culminating task will be a book fair. Each student chooses a book to read, summarizes its contents, identifies a favourite part, creates a display board, and then presents the information to their fellow students. Remind students that they can use props, wear an appropriate costume, etc., to enhance their presentation.
2. Create an advance organizer (BLM 5.1), outlining the steps to follow in preparing for the book fair. Post it in the classroom and also give each student their own copy on which they can mark their progress.
3. Tell students that they may review a book from home, the library/resource centre, or the classroom. The book should be teacher approved to match the ability of the individual student and to ensure appropriate content. Allow sufficient class time for students to read their book several times.

Day 2

1. Have students complete an outline of important information about their book (BLM 5.2) to include in their display. Provide a place for students to store this page until it is needed when constructing their display.
2. Children write a summary of their story. For fiction books Grade 1 students fill in a pictorial story map (BLM 5.3) with simple sentences for each picture. Grade 2 students write a story outline (BLM 5.3). For non-fiction books Grade 1 students mention one component that helped them use the book effectively, one thing they learned about the animal, and a favourite pictorial aid. Grade 2 students identify the features of the book that make it helpful, two or three things that they learned about their animal, and a favourite part. All students should express why they would/wouldn't choose this book for the school library.
4. Students conference with the teacher about what they have written and the format that their presentation will take.

Day 3

1. The children write a good copy of the summary.
2. Students organize their summary and information sheet on a display board and decorate the display board appropriately to reflect the book's contents. Discuss the importance of neatness, spacing, and size of lettering so that the audience will be able to see things clearly.

Day 4

1. Students practise their book talk in small groups and provide each other with constructive feedback (BLM 5.4).

Day 5
1. Students begin their formal presentations in front of the whole class.

Day 6
1. If space and time allow, the children could set up their book displays and invite parents, other classes, and school personnel to view their work. Students should be prepared to retell their information.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

Some students may need help scribing their summary or reading. Assistance organizing their display board may be required by students with poor spatial sense and neatness. Children who have difficulty speaking in front of a large group may need to present in front of a smaller audience and be exempt from the final display that is open to other classes.

Resources

BLM 5.1 Steps to Prepare For Your Book Fair	BLM_5.1_BookFairOrganizer.cwk
BLM 5.2 Important Information About My Book	BLM_5.2_BookInfoOutline.cwk
BLM 5.3(b) Grade 2 Story Summary	BLM_5.3b_Gr.2StoryOutline.cwk
BLM 5.4 Peer Assessment of Final Book Presentation	BLM_5.4_BookPeerAssessment.cwk
BLM 5.3(a) Grade 1 Story Summary	BLM_5.3a_Gr.1PictStoryMap.cwk

Notes to Teacher

1. The teacher might wish to have a selection of appropriate books available in the classroom from which the children may choose their book. Alternatively, time might be booked in the school library/resource centre for students to search for a book.

2. Since conferencing takes considerable time, the teacher might complete this throughout the day.

3. Book, in advance, an area for the book fair. The school gym or library/resource centre might be ideal. If this is not possible, the book fair could be held in the classroom with some judicious rearranging of furniture. Space in the hall could also be used. Students need an area for their poster or display board, so wall space or table surfaces should be available.

4. A note inviting parents, guardians, or other significant persons in students' lives to attend the book fair should be sent home at least a week in advance.

5. Individual presentations should be spread throughout the day, possibly four or five at a time, as the student audience will tend to get restless.

6. Give students an approximate schedule of when they will be presenting, so that they will be mentally prepared for their turn.

7. The teacher should develop an appropriate assessment tool for the culminating activity. Each grade is assessed separately according to the unit/grade expectations.

Teacher Reflections

Appendices

Crazy About Creatures

Language

Resource List:

Black Line Masters:

Rubrics:

Unit Expectation List and Expectation Summary:

Crazy About Creatures

Language An Integrated Unit for Grade 1/2

Blackline Master / File

- ☐ **BLM 1.1 Our Animal Book** — ST 1
  BLM_1.1_OurAnimalBook.cwk
  This is a page that students use to illustrate an animal and print a descriptive sentence. Pages are then bound together to form a class book.
- ☐ **BLM 1.2 School and Home Links Newsletter (Sample)** — ST 1
  BLM_1.2_NewsletterSample.cwk
- ☐ **BLM 2.1 Old MacDonald Had a Farm** — ST 2
  BLM_2.1_OldMacHadFarm.cwk
  A traditional song for students to read/sing.
- ☐ **BLM 2.10 Gr.1 Fill-in-the-Blank Poem** — ST 2
  BLM_2.10_Gr.1FillBlankPoem.cwk
  Patterning poem.
- ☐ **BLM 2.11 Assessing Group Work** — ST 2
  BLM_2.11_GroupAssessCheck.cwk
  Students will use this sheet to self-evaluate their work and participation in their small group.
- ☐ **BLM 2.2 The Farmer In The Dell** — ST 2
  BLM_2.2_FarmerInTheDell.cwk
  A traditional song for students to read/sing.
- ☐ **BLM 2.3 Who Built The Ark?** — ST 2
  BLM_2.3_NoahArkSong.cwk
  A traditional song for students to read/sing.
- ☐ **BLM 2.4 Wordsearch 1** — ST 2
  BLM_2.4_WordSearch1.cwk
  An exercise to practise words on spelling list 1.
- ☐ **BLM 2.5 Missing Letters 1** — ST 2
  BLM_2.5_MissingLetters1.cwk
  A fill-in-the-missing-letter page to practice words on spelling list 1.
- ☐ **BLM 2.6 Rhymes 1** — ST 2
  BLM_2.6_RhymingWords1.cwk
  A rhyming page for students to to practise words on spelling list 1.
- ☐ **BLM 2.7 Wordscramble 1** — ST 2
  BLM_2.7_WordScramble1.cwk
  An exercise to practise words on spelling list 1.
- ☐ **BLM 2.8 Plurals** — ST 2
  BLM_2.8_PluralWords.cwk
- ☐ **BLM 2.9 Sentences 1** — ST 2
  BLM_2.9_MakeSentences1.cwk
  A page for students to write sentences using words on spelling - reading list 1.
- ☐ **BLM 3.1 The Three Little Pigs** — ST 3
  BLM_3.1_3LittlePigsStory.cwk
  A story to read.
- ☐ **BLM 3.2 Wordsearch 2** — ST 3
  BLM_3.2_WordSearch2.cwk
  Exercise based on word list 2.
- ☐ **BLM 3.3 Wordscamble 2** — ST 3
  BLM_3.3_WordScramble2.cwk
  Word execrise based on word list 2.
- ☐ **BLM 3.4(a) Sentences2 (Gr. 1)** — ST 3
  BLM_3.4aGr.1MakeSentences2.cwk
  Exercise based on word list 2.
- ☐ **BLM 3.4(b) Sentences2 (Gr. 2)** — ST 3
  BLM_3.4b_Gr.2MakeSentences2.cwk
- ☐ **BLM 3.5 Find the Author and Illustrator Grade 1** — ST 3
  BLM_3.5_Gr.1FindAuthorIllus.cwk
  Students record the name of the author, book, and illustrator.
- ☐ **BLM 3.6 Find the Author and Illustrator Grade 2** — ST 3
  BLM_3.6_Gr.2FindAuthorIllus.cwk
  Grade 2 students record the title and illustrator of specific books by a given author.
- ☐ **BLM 3.7 Hints to Help You Read** — ST 3
  BLM_3.7_ReadingHelpHints.cwk
- ☐ **BLM 4.1 Non-Fiction Research Project** — ST 4
  BLM_4.1_NonFictionQuestions.cwk
  A set of questions which students will answer
- ☐ **BLM 4.2 Non-Fiction Sight Vocabulary** — ST 4
  BLM_4.2_NonFictionVocab_T.cwk
  Word list for non-fiction.
- ☐ **BLM 5.1 Steps to Prepare For Your Book Fair** — ST 5
  BLM_5.1_BookFairOrganizer.cwk
  Outines the steps students take in preparing their book talk.
- ☐ **BLM 5.2 Important Information About My Book** — ST 5
  BLM_5.2_BookInfoOutline.cwk
  Outlines the title, author, illustrator, type of book, and number of pages.
- ☐ **BLM 5.3(a) Grade 1 Story Summary** — ST 5
  BLM_5.3a_Gr.1PictStoryMap.cwk
- ☐ **BLM 5.3(b) Grade 2 Story Summary** — ST 5
  BLM_5.3b_Gr.2StoryOutline.cwk
  A story map that Grade 1 students can use when summarizing their book
- ☐ **BLM 5.4 Peer Assessment of Final Book Presentation** — ST 5
  BLM_5.4_BookPeerAssessment.cwk
  A form that students use to assess peers.

Print

☐ **Benjy's Dog House** ST 3
Margaret Bloy Graham
0590101188
The story of a dog who doesn't like his new dog house.

☐ **Brown Bear, Brown Bear, What Do You See?** ST 1
Bill Martin Jr.
0805017445
A pattern story about animals.

☐ **Bugs and Beasties ABC** ST 1
Cheryl Nathan
1567905153
An alphabet book based on animals and bugs.

☐ **"Buzz," said the Bee** ST 3
Wendy Cheyette Lewison
059044185-X
A simple animal story including the sounds animals make.

☐ **chicaDEE** ST 4
published by Owl Magazine
A monthly magazine usually featuring at least one specific animal.

☐ **Clifford, the Big Red Dog** ST 3
Norman Bridwell
059044297
A little girl has a large dog for a pet.

☐ **Dear Children of the Earth** ST 3
Schim Schimmel
1559712252
The earth writes a letter to the children reminding them to take care of the world.

☐ **Down by the Bay** ST 2
Raffi
A pattern song/poem book.

☐ **Effie** ST 3
Beverley Allinson
0590740318
An ant with a very loud voice tries to find a friend.

☐ **Endanger Animals Series - St. Lawrence Beluga** ST 4
Sylvia Funston
0920775934
One of a series of four books about endangered species.

☐ **Frog's Lunch** ST 3
Dee Lillegard
0590273787
A frog tries to catch a fly.

☐ **Getting to Know Nature's Children - Raccoons** ST 4
Laima Dingwall
0717218988
Part of a series of informative books about animals and many interesting facts about them.

☐ **Highlights Animal Books - Pandas** ST 4
Jinny Johnson
875342258
One of a series of informative books relating factual information about animals.

☐ **In the Small, Small Pond** ST 2
Denise Fleming
0590481193
A rhyming book about pond life.

☐ **Kids Praise! Chorus Book** ST 2
Marantha Music
Musical scores for songs such as, *If I were a butterfly* and *Who Built the Ark?*

☐ **Little Wonders - Animal Babies and their Families** ST 4
Marily Bailie
1895688310
An informative book relating factual information about a variety of animals.

☐ **Long Live Earth** ST 3
Meighan Morrison
059048012-X
A story about how people have damaged the planet and how this process can be reversed by small deeds.

☐ **Look-Alike Animals** ST 3
Robin Bernard
0590273884
An informative story about how to distinguish similar animal species.

☐ **Over in the Meadow** ST 2
John Langstaff
0156705001
A poem that can also be sung about animal life in a meadow.

☐ **Rain Forest** ST 3
Helen Cowcher
059045305-X
A book about the destruction of the rain forest and its affect on the animals.

☐ **Sarah Saw a Blue Macaw** ST 1
Jo Ellen Bogart and Sylvie Daigneault
0590742922
A big book about animals in the rain forest.

☐ **Sitting on the Farm** ST 2
Bob King
1550741497
A poem, that can also be sung, about animals who visit a little girl's picnic.

☐ **The Great Kapok Tree** ST 3
Lynne Cherry
0440849446
A story about conserving the Amazon rain forest.

☐ **The Lion and the Mouse** ST 3
Aesop
0893754668
A fable of how a small mouse repays the kindness of a large lion by helping him in a difficult situation.

Crazy About Creatures
Language An Integrated Unit for Grade 1/2

- ☐ **The Story of Jumping Mouse** ST 3
  John Steptoe
  0590478508
  A Native American tale about a mouse who shares all he has with the other animals.
- ☐ **The Tortoise and the Hare** ST 3
  Aesop
  A fable the illustrates the dangers of boasting and the benefits of working slowly and carefully at a task.
- ☐ **The Wildlife ABC - A Nature Alphabet Book** ST 1
  Jan Thornhill
  0671679252
  An alphabet book based on wild animals.
- ☐ **The World of Animals** ST 4
  Tom Stacy
  0679808647
  An informative text about animals.
- ☐ **The Zoo Book** ST 1
  Jan Pfloog
  Each page has an illustration and one sentence describing the animal.
- ☐ **There Was an Old Lady** ST 2
  Traditional
- ☐ **Two by Two** ST 2
  Barbara Reid
  0590242245
  A poem about Noah and the Ark.
- ☐ **Who Wants A Ride?** ST 3
  Robin Bernard
  0590273825
  A book about how animals move.
- ☐ **Willie's Wonderful Pet** ST 3
  Mel Cebulash
  0590290622
  A story about a boy's unusual pet.
- ☐ **Zoobooks - Penguins** ST 4
  John Bonnett Wexo
  0937934178
  One of a series of informative books relating factual information about animals.

Media

- ☐ **Animal Alphabet** ST 1
  Scholastic
  A video featuring an animal for each letter of the alphabet and an accompanying song.
- ☐ **Wet and Wild** ST 1
  Owl Magazine
  A factual video giving information about creatures who live in the water.

Website

- ☐ **Jan Brett** ST 3
  http://www.janbrett.com
  This website has pictures of animals as illustrated by Jan Brett. It also contains activities, animal character masks for her stories, etc.

Material

- ☐ **chart paper** ST 1
  2
  per class
  Use this to record a list of animals known to students.
- ☐ **chart paper** ST 2
  2
  per class
  For class version of poem.
- ☐ **chart paper** ST 2
  1
  per class
  For listing the qualities that they enjoy in a book.
- ☐ **chart paper** ST 3
  2
  per class
  For recording student responses.
- ☐ **chart paper** ST 4
  2
  per class
  for listing characteristics of informational books
- ☐ **drawing paper 8.5" x 11"** ST 3
  1
  per person
  For drawing favourite part of the story.
- ☐ **journals or paper on which to write** ST 3
  1
  per person
- ☐ **pencils, crayons, etc.** ST 2

Crazy About Creatures
Language An Integrated Unit for Grade 1/2

- ☐ **pencils, crayons, etc.** ST 3
  per person
  For writing and illustration purposes.
- ☐ **pencils, crayons, etc.** ST 4
  per person
  For writing and illustration purposes.
- ☐ **spelling dication books or paper on which to write** ST 3
  per person
  One per student.
- ☐ **white paper approximately 16" x 24"** ST 2
  6
  per group
  For big book.
- ☐ **writing paper** ST 2
  2
  per group
  For writing the rough draft of the animal song/poem.

Equipment / Manipulative

- ☐ **overhead projector** ST 2
  1
  per class
  For use during cloze activities and for displaying text so that modelling can occur.

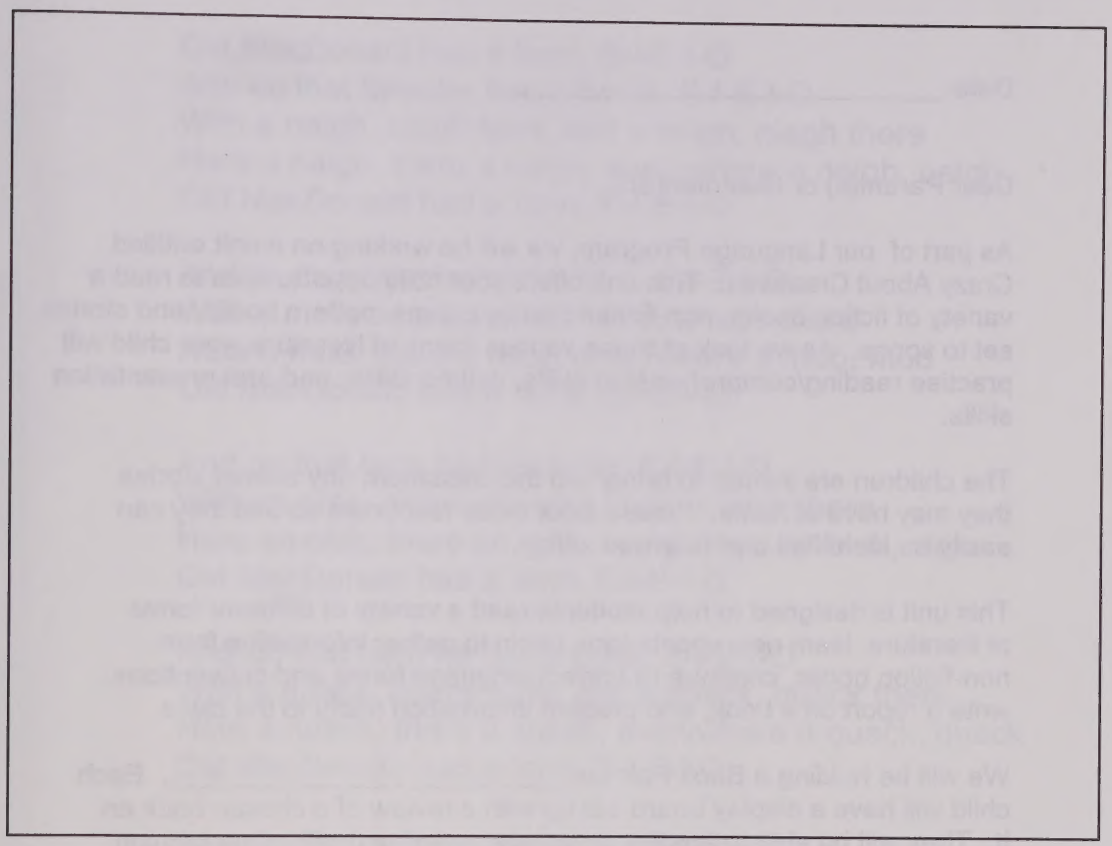
Other

- ☐ **animal pictures both real and animated** ST 3
  For sorting into categories.
- ☐ **sequence cards and sentences** ST 3
  made by the teacher
  For use sequencing the events of a story.

BLM 1.1

Our Animal Book

My animal is the _____



_____

_____

_____

_____

By _____

School and Home Links Newsletter
Sample

Date:_____

Dear Parent(s) or Guardian(s):

As part of our Language Program, we will be working on a unit entitled Crazy About Creatures. This unit offers your child opportunities to read a variety of fiction books, non-fiction books, poems, pattern books, and stories set to songs. As we look at these various forms of literature, your child will practise reading/comprehension skills, writing skills, and oral presentation skills.

The children are invited to bring into the classroom any animal stories they may have at home. Please label these favourites so that they can easily be identified and returned safely.

This unit is designed to help students read a variety of different forms of literature, learn new vocabulary, begin to gather information from non-fiction books, continue to correct language forms and conventions, write a report on a book, and present information orally to the class.

We will be holding a Book Fair on _____. Each child will have a display board set up with a review of a chosen book on it. They will be able to answer questions posed and offer their opinion on the book they reviewed. Parents, friends, and other family members are welcome to visit at this time.

Sincerely,

Old MacDonald Had A Farm

Old MacDonald had a farm, E-I-E-I-O
And on that farm he had a horse, E-I-E-I-O
With a neigh, neigh here, and a neigh, niegh there
Here a neigh, there a neigh, everywhere a neigh, neigh
Old MacDonald had a farm, E-I-E-I-O

And on that farm he had a cow, E-I-E-I-O
With a moo, moo here, and a moo, moo there
Here a moo, there a moo, everywhere a moo, moo
Old MacDonald had a farm, E-I-E-I-O

And on that farm he had a pig, E-I-E-I-O
With an oink, oink here, and an oink, oink there
Here an oink, there an oink, everywhere an oink, oink
Old MacDonald had a farm, E-I-E-I-O

And on that farm he had a duck, E-I-E-I-O
With a quack, quack here, and a quack, quack there
Here a quack, there a quack, everywhere a quack, quack
Old MacDonald had a farm, E-I-E-I-O

And on that farm he had a hen, E-I-E-I-O
With a cluck, cluck here, and a cluck, cluck there
Here a cluck, there a cluck, everywhere a cluck, cluck
Old MacDonald had a farm, E-I-E-I-O

The Farmer In The Dell

The farmer in the dell
The farmer in the dell
Heigh-ho the derry-o
The farmer in the dell.

The farmer picks a wife
The farmer picks a wife
Heigh-ho the derry-o
The farmer picks a wife.

The wife picks a dog
The wife picks a dog
Heigh-ho the derry-o
The wife picks a dog.

The dog picks a cat
The dog picks a cat
Heigh-ho the derry-o
The dog picks a cat.

The cat picks a rat
The cat picks a rat
Heigh-ho the derry-o
The cat picks a rat.

The rat picks the cheese
The rat picks the cheese
Heigh-ho the derry-o
The rat picks the cheese.

The cheese stands alone
The cheese stands alone
Heigh-ho the derry-o
The cheese stands alone.

Who Built The Ark?
(Traditional)

Refrain:

Who built the ark? Noah! Noah!
Who built the ark? Brother Noah built the ark.

Verses:

1. In came the animals, two by two
   Hippopotamuses and kangaroos.

2. In came the animals, three by three
   Orange striped tigers and chimpanzees.

3. In came the animals, four by four
   Pink flamingos and lions that roar.

4. In came the animals, five by five
   The bees were buzzing in their hive.

5. In came the animals, six by six
   The turtles laughed at the monkey's tricks.

6. In came the animals, seven by seven
   Eagles that could fly as high as heaven.

7. In came the animals, eight by eight
   The frogs were on time and the snails were late.

8. In came the animals, nine by nine
   Turkeys and peacocks with tails so fine.

9. In came the animals, ten by ten
   Five black roosters and white hens.

10. Now Noah said, "Shut the door!
    This song is done - there ain't no more!"

Wordsearch 1

Spelling List # 1 - Animal Names

Name _____

d	o	g	a	c	o	w	h	b	p	c
d	e	f	g	r	h	r	o	j	i	k
q	c	a	t	a	w	a	r	e	g	s
r	d	t	y	b	u	b	s	i	o	q
a	e	s	d	f	g	b	e	f	h	u
b	e	a	r	y	u	i	l	i	o	i
d	r	l	i	o	n	t	f	s	g	r
x	c	v	b	f	r	o	g	h	m	r
f	b	u	t	t	e	r	f	l	y	e
e	l	e	p	h	a	n	t	f	g	l

Grade 1 words:

dog cat cow frog pig

Grade 2 words:

horse fish bear squirrel elephant

rabbit deer lion crab butterfly

You may wish to find other words from the lists.

Missing Letters 1

Spelling List # 1 - Animal Names

Name _____

Fill in the missing letters. Use the words in the word bank to help you.

Grade 1	
cow	dog
cat	frog
pig	

Grade 2		
butterfly	elephant	
squirrel	crablion	
bear	deer	fish
horse	rabbit	

Grade 1 words:

d__g c__t co__

f__og p__g

Grade 2 words:

be__r ho__s__ r__b__it

d__er fis__ bu__t__rfl__

l__on c__ __b el__p__a__t

sq__ir__el

Rhymes1

Spelling List # 1 - Animal Names

Name _____

Print three rhymes for each spelling word. Can you think of more than three rhymes?

Grade 1 words: Bonus

dog _____ _____ _____ _____

cat _____ _____ _____ _____

pig _____ _____ _____ _____

cow _____ _____ _____ _____

Grade 2 words:

crab _____ _____ _____ _____

deer _____ _____ _____ _____

fish _____ _____ _____ _____

bear _____ _____ _____ _____

butterfly _____ _____ _____ _____

BLM 2.7

Wordscramble

Spelling List # 1 - Animal Names

Name _____

Unscramble the words. Use the words in the word bank to help you.

Grade 1	
cow	dog
cat	frog
pig	

Grade 2		
elephant	squirrel	crab
fish	horse	lion
bear	rabbit	deer
butterfly		

Grade 1 words:

odg _____ wco _____ tac _____

igp _____ rfog _____

Grade 2 words:

shreo _____ ebar _____ bcar _____

erde _____ bratib _____ niol _____

rsuqelri _____ ybtutrelf _____

hifs _____ thaneelp _____

Plurals

Spelling List # 1 - Animal Names

Name _____

Print the plural of each spelling word.

Grade 1 words:

dog _____ cat _____

pig _____ frog _____

cow _____

Grade 2 words:

crab _____ fish _____

horse _____ bear _____

lion _____ squirrel _____

deer _____ rabbit _____

elephant _____ butterfly _____

Sentences 1

Spelling List # 1 - Animal Names

Name _____

Write sentences using pairs of spelling words below.
For example: frog, butterfly - The butterfly flew over the frog.

Grade 1 words:

cat, dog - _____

_____

cow, pig - _____

_____

Grade 2 words:

fish, crab - _____

_____

lion, elephant - _____

_____

horse, deer -_____

_____

rabbit, squirrel - _____

_____

Grade 1 Fill-in-the-Blank Poem

BLM 2.10

Our Own Song

by

_____

Who built the _____? _____, _____!
(ark, barn, zoo, etc.) *(name)*

Who built the _____? _____ built the _____.
(brother/sister)

In came the animals, two by two

_____

In came the animals, three by three

_____

In came the animals, four by four

_____

In came the animals, five by five

_____

Then _____ said, "Shut the door!
This song is done - there ain't no more!"

Assessing Group Work

Group Members: _____

Criteria	Yes	No	Comments
Established a process for taking turns.			
Assigned roles to each group member.			
All group members fulfilled their roles.			
Established a process for coming to agreement.			
Everyone contributed their ideas.			
Supported and encouraged each other.			
Spoke politely and respectfully.			
Used quiet voices.			
Asked clarifying questions.			
Completed the task on time.			
Stayed on topic.			
Assessed group progress.			

The Three Little Pigs
(Traditional)

Once upon a time there were three little pigs who each wanted to build their very own home.

The first little pig decided to build his house out of straw. He worked very hard and, when he was done, was proud of his home. He lived there happily all by himself.

The second little pig decided to build his house out of sticks. He worked very hard and, when he was done, was very proud of his home. He lived there happily all by himself.

The third little pig decided to build his house out of bricks. He worked very hard and, when he was done, was very proud of his home. He lived there happily all by himself.

One day a wolf came up to the first little pig's straw house. He knocked on the door and, in a very loud voice said, "Little pig, little pig, let me come in!"

The first little pig was scared but answered, "Not by the hair of my chinny chin chin!"

The wolf replied in an even louder voice, "Then I'll huff and I'll puff and I'll blow your house in!"

The wolf did just that. He huffed and he puffed and he blew the house in, but the first little pig escaped out the back door and ran to live with his brother, the second little pig.

The wolf followed him and knocked on the door of the stick house. He said, in a very big loud voice, "Little pigs, little pigs, let me come in!"

The first and second little pigs were very scared but answered, "Not by the hair of our chinny chin chins!"

The wolf replied in an even louder voice, "Then I'll huff and I'll puff and I'll blow your house in!"

The wolf did just that. He huffed and he puffed and he huffed and he puffed and he blew the house in, but the first and second little pigs escaped out the back door and ran to live with their brother, the third little pig.

The Three Little Pigs
(Traditional)

The wolf followed them and knocked on the door of the brick house. He said, in a very, very, big, loud voice, "Little pigs, little pigs, let me come in!"

The three little pigs were very, very scared but answered, "Not by the hair of our chinny chin chins!"

The wolf replied in an even louder voice, "Then I'll huff and I'll puff and I'll blow your house in!"

The wolf huffed and he puffed and he huffed and he puffed and he huffed and he puffed some more but no matter how hard he tried, he couldn't blow the house in.

The wolf sat down outside the brick house and looked very sad. The three little pigs peeked out the window and saw him crying.

"Why are you sad, Mr Wolf?" they asked.

"I have no friends to play with," answered the wolf.

"Is that why you wanted us to let you in?" asked the pigs.

"Yes," replied the wolf.

"We'll be your friends," said the pigs, "but only if you promise to quit blowing down our houses!"

The wolf happily agreed and from that day on, they were all good friends.

The End

Wordsearch2

Spelling List #2 - Fictional Stories

Name _____

b	i	g	q	p	l	o	t	p	s	w
h	r	t	s	a	d	n	y	r	e	u
a	g	o	g	h	j	c	k	o	t	l
p	m	z	n	l	m	e	l	b	t	i
p	v	b	n	o	m	l	t	l	i	m
y	u	p	o	n	r	t	i	e	n	y
f	t	g	y	g	h	j	m	m	g	u
c	h	a	r	a	c	t	e	r	v	b
a	s	d	f	f	r	i	e	n	d	s
v	b	l	i	t	t	l	e	e	n	d

Grade 1 words:

big little happy sad plot

Grade 2 words:

longago upon end character

once friends time setting problem

You may wish to find other words from the lists.

Wordscramble2

Spelling List #2 - Fictional Stories

Name _____

Unscramble the words. Use the words in the word bank to help you.

Grade 1	Grade 2
big little happy sad plot	long ago upon end time character once friends setting problem

Grade 1 words:

ttiell _____ tplo _____ dsa _____

gib _____ ppyha _____

Grade 2 words:

ongl _____ ocen _____ meit _____

dne _____ goa _____ nuop _____

gttisen _____ aaeccrrht _____

sndfire _____ mlbrpoe _____

Sentences 2

Spelling List #2 - Fictional Stories (Grade 1)

Name _____

Write sentences using these words. Try to use more than one of the spelling words in each sentence.

big little happy sad plot

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

BLM 3.4(b)

Sentences 2

Spelling List #2 - Fictional Stories (Grade 2)

Name _____

Write sentences using these words. Try to use more than one of the spelling words in each sentence.

long	ago	upon	end	character
once	friends	time	setting	problem

_____

_____

_____

_____

_____

_____

_____

_____

_____

Find the Author and Illustrator (Grade 1)

Name _____

Find authors whose last name starts with the specified letter. Print the author's name, the illustrator's name, and the name of the book. Draw a maple leaf on your page beside any Canadian authors you find.

B	R	W
S	G	T
P	L	C

BLM 3.6

Find the Author and Illustrator (Grade 2)

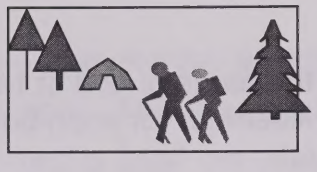
Name _____

Find the specified author. Print the name of one or two of the books this person has written. Record the illustrator for each book. Draw a maple leaf beside any Canadian authors.

Author	Book Title and Illustrator	Book Title and Illustrator
1. Robert Munsch		
2. Raffi		
3. Maurice Sendak		
4. Dr. Seuss		
5. Margaret Wise Brown		
6. Paulette Bourgeois		

BLM 3.7

Hints To Help You Read

1. Pictures 
2. First letter look
3. Look for word families
   get
   bet
   let
4. Find little words **cat**er**pill**ar
5. Say “blank” - keep reading ___
6. Guess ?

Non-Fiction Research Project

Student Name: _____

Date: _____

Answer the following questions in complete sentences.

1. What is the name of the animal that you have chosen?

_____

2. What country can the animal be found in? What type of habitat does the animal live in?

_____

_____

3. What does your animal like to eat?

_____

4. What kind of a family unit does your animal live in?

_____

Non-Fiction Research Project

Student Name: _____

Date: _____

5. What enemies does your animal have? How does it protect itself from its enemies?

_____

_____

6. Would your animal make a good pet? Why or why not?

_____

_____

7. Draw a picture of your animal in its natural habitat.

Non-Fiction Sight Vocabulary - Grade 1/2

(Teacher Reference)

fur
fly
bird
fish
fins
beak
harm
cave
prey
nest
eggs
wild
swim
herd
teeth
claws
gills
wings
enemy
seeds
meat
babies
hatch
flock

desert
reptile
mammal
insects
scales
feathers
carnivore
hibernate
protect
herbivore
arctic
vegetation
camouflage
warm-blooded
domestic
extinct
endangered
metamorphosis
migrate
instinct
school
butterfly
cold-blooded

Steps To Prepare For Your Book Fair

Check off each step as you complete it.

1. Choose a book. ☐
2. Read your book. ☐
3. Complete BLM 5.2 Important Information About My Book. Save the page for your display board. ☐
4. Write your story summary in rough. ☐
5. Conference with the teacher and edit your story summary. ☐
6. Write your story summary in good copy. Save the page for your display board. ☐
7. Discuss with the teacher the format that your presentation will take. Gather or prepare any needed items. ☐
8. Make your display board. Mount your book information and story summary. Decorate your board appropriately. ☐
9. Practise your book talk by yourself and then present it to a small group of classmates. ☐
10. Listen to your classmates' comments and make any changes that are needed. ☐
11. Be prepared to present your book on _____ *(date and time)*

BLM 5.2

Important Information About My Book

Name _____

Title: _____

Author : _____

Illustrator: _____

Type of book: _____

Number of pages: _____

BLM 5.3(a)

Grade 1 Story Summary

Name _____

First	Next
1.	2.
Then	**Lastly**
3.	4.

BLM 5.3(b)

Grade 2 Story Summary

Name _____

First

_____

_____

_____

_____

Next

_____

_____

_____

_____

Then

_____

_____

_____

_____

Lastly

_____

_____

_____

_____

Peer Assessment of Final Book Presentation

My Name:_____

Presenter:_____

Name of Book:_____

Was the poster neat and easy to read?

Yes No

Did the person speak loudly and clearly?

Yes No

Tell one thing you learned about the animal.

_____

What did you like best about the poster and book talk?

_____

Would you like to read the book? Why or why not?

_____

What is one thing the presenter could do to make the book talk better?

_____

Crazy About Creatures

Language An Integrated Unit for Grade 1/2

		Selected	Assessed
English Language---Writing			
☐ 1e1	• communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g.,write a letter to a friend describing a new pet);		1
☐ 1e2	• organize information so that the writing conveys a clear message (e.g., describe events in the proper sequence: We went to see the dog. I liked him very much. We took him home on the bus);		2
☐ 1e3	• write simple sentences using proper punctuation (i.e., periods);		1
☐ 1e4	• produce short pieces of writing using simple forms (e.g., stories, descriptions, lists of information);		2
☐ 1e6	• begin to revise written work, with the assistance of the teacher;		1
☐ 1e7	• use and spell correctly the vocabulary appropriate for this grade level;		1
☐ 1e8	• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).		2
☐ 1e9	– write simple but complete sentences;		1
☐ 1e11	– use a period at the end of a statement;		1
☐ 1e13	– correctly spell words identified by the teacher (on charts/lists posted in the room and on individual word lists);		4
☐ 1e15	– use capitals to begin sentences and to differentiate certain words (the pronoun I, names, days of the week, and months);		1
☐ 1e16	– use words from their oral vocabulary as well as less familiar words from class-displayed word lists;		1
☐ 1e17	– print legibly (capitals and small letters);		1
☐ 1e18	– leave spaces between words.		1
English Language---Reading			
☐ 1e19	• read a variety of simple written materials (e.g., signs, pattern books, rhymes, children's reference books) for different purposes (e.g., for practice, information, vocabulary building, enjoyment);		1
☐ 1e20	• read aloud in a way that communicates the meaning;		2
☐ 1e21	• read independently, using reading strategies appropriate for this grade level;		2
☐ 1e22	• express clear responses to written materials, relating the ideas in them (thoughts, feelings, experiences) to their own knowledge and experience;		2
☐ 1e27	– retell a simple story in proper sequence and recall information in it accurately;		1
☐ 1e32	– identify ways in which different kinds of written materials are organized (e.g., stories, pop-up books, reference books);		1
☐ 1e40	– use some basic conventions of formal texts to locate information (e.g., book title, page numbers).		2
English Language---Oral and Visual Communication			
☐ 1e47	• create some simple media works;		1
☐ 1e51	– present ideas in speech in a coherent sequence;		1
☐ 1e53	– use simple gestures, volume, and tone of voice to communicate their wishes and needs;		1
☐ 1e59	– distinguish between real life and life depicted in animated works (e.g., television cartoons, films);		1
Science and Technology---Life Systems			
☐ 1s1	• demonstrate an understanding of the basic needs of animals and plants (e.g., the need for food, air, and water);	1	
☐ 1s2	• investigate the characteristics and needs of animals and plants;	1	
The Arts---Music			
☐ 1a7	– identify rhythms in language (e.g., patterns of long and short sounds in nursery rhymes);	1	
English Language---Writing			
☐ 2e1	• communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g., write a paragraph describing a trip to the farm for classmates);		1
☐ 2e2	• organize ideas in a logical sequence (e.g., write stories that have a beginning, middle, and end);		2
☐ 2e3	• begin to write more elaborate sentences by using adjectives and adverbs;		1
☐ 2e4	• produce short pieces of writing using simple forms (e.g., narratives and poems based on familiar models);		2
☐ 2e6	• revise and edit written work, focusing on specific features (e.g., sequence of ideas), with assistance from the teacher;		1
☐ 2e7	• use and spell correctly the vocabulary appropriate for this grade level;		1
☐ 2e8	• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).		3
☐ 2e17	– correctly spell words identified by the teacher;		2
☐ 2e20	– begin to use resources (e.g., personal dictionary, classroom-displayed vocabulary) to confirm spelling;		2
☐ 2e21	– use words from their oral vocabulary, personal word lists, and class lists compiled through brainstorming;		3

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Language An Integrated Unit for Grade 1/2

		Selected	Assessed
☐ 2e23	– use words and pictures to create a message;		1
☐ 2e25	– print legibly;		1
☐ 2e26	– use margins and spacing appropriately.		1

English Language---Reading

☐ 2e27	• read a variety of simple written materials (e.g., pattern books on specific themes, stories, chart stories, poems, interactive software) for different purposes;	1
☐ 2e28	• read aloud in a way that communicates the meaning;	1
☐ 2e29	• read independently, using reading strategies appropriate for this grade level;	1
☐ 2e30	• express clear responses to written materials, relating the ideas in them (thoughts, feelings, experiences) to their own knowledge and experience;	1
☐ 2e34	– restate information in a short non-fiction text in their own words;	1
☐ 2e35	– retell a story in proper sequence, identify the main idea and the characters, and discuss some aspects of the story (e.g., give reasons why they prefer one character rather than another);	1
☐ 2e37	– express their thoughts and feelings about ideas in a piece of writing;	1
☐ 2e40	– use their knowledge of word endings to recognize the same word in different forms (e.g., jumps, jumped, jumping);	1
☐ 2e46	– use and interpret some conventions of formal texts (e.g., maps, pictures, graphics, simple diagrams, bold and italic type for headings).	1

English Language---Oral and Visual Communication

☐ 2e50	• talk about characters and situations in stories, and information in non-fiction materials, and relate them to personal experience;	1
☐ 2e53	• create simple media works;	1
☐ 2e59	– use appropriate gestures and tone of voice, as well as natural speech rhythms, when speaking;	1

Science and Technology---Life Systems

☐ 2s1	• demonstrate an understanding of the similarities and differences among various types of animals and the ways in which animals adapt to different environmental conditions;	1
☐ 2s13	– ask questions about and identify some needs of different animals with which they are familiar, and explore possible answers to these questions and ways of meeting these needs (e.g., examine different kinds of teeth and explain how their shape enables an animal to bite, tear, or grind its food);	1

The Arts---Music

☐ 2a7	– identify rhythmic patterns (e.g., clap the pattern of syllables in nursery rhymes);	1

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Language An Integrated Unit for Grade 1/2

Expectation Summary

Selected | Assessed

English Language

1e1	1	1e2	2	1e3	1	1e4	2	1e5		1e6	1	1e7	1	1e8	2	1e9	1	1e10	
1e11	1	1e12		1e13	4	1e14		1e15	1	1e16	1	1e17	1	1e18	1	1e19	1	1e20	2
1e21	2	1e22	2	1e23		1e24		1e25		1e26		1e27	1	1e28		1e29		1e30	
1e31		1e32	1	1e33		1e34		1e35		1e36		1e37		1e38		1e39		1e40	2
1e41		1e42		1e43		1e44		1e45		1e46		1e47	1	1e48		1e49		1e50	
1e51	1	1e52		1e53	1	1e54		1e55		1e56		1e57		1e58		1e59	1	1e60	

Mathematics

1m1	1m2	1m3	1m4	1m5	1m6	1m7	1m8	1m9	1m10
1m11	1m12	1m13	1m14	1m15	1m16	1m17	1m18	1m19	1m20
1m21	1m22	1m23	1m24	1m25	1m26	1m27	1m28	1m29	1m30
1m31	1m32	1m33	1m34	1m35	1m36	1m37	1m38	1m39	1m40
1m41	1m42	1m43	1m44	1m45	1m46	1m47	1m48	1m49	1m50
1m51	1m52	1m53	1m54	1m55	1m56	1m57	1m58	1m59	1m60
1m61	1m62	1m63	1m64	1m65	1m66	1m67	1m68	1m69	1m70
1m71	1m72	1m73	1m74	1m75	1m76	1m77	1m78	1m79	1m80
1m81	1m82	1m83	1m84	1m85	1m86	1m87	1m88	1m89	1m90
1m91	1m92	1m93	1m94	1m95	1m96	1m97	1m98	1m99	1m100
1m101	1m102	1m103	1m104	1m105	1m106	1m107			

Science and Technology

1s1 1	1s2 1	1s3	1s4	1s5	1s6	1s7	1s8	1s9	1s10
1s11	1s12	1s13	1s14	1s15	1s16	1s17	1s18	1s19	1s20
1s21	1s22	1s23	1s24	1s25	1s26	1s27	1s28	1s29	1s30
1s31	1s32	1s33	1s34	1s35	1s36	1s37	1s38	1s39	1s40
1s41	1s42	1s43	1s44	1s45	1s46	1s47	1s48	1s49	1s50
1s51	1s52	1s53	1s54	1s55	1s56	1s57	1s58	1s59	1s60
1s61	1s62	1s63	1s64	1s65	1s66	1s67	1s68	1s69	1s70
1s71	1s72	1s73	1s74	1s75	1s76	1s77	1s78	1s79	1s80
1s81	1s82	1s83	1s84	1s85	1s86	1s87	1s88	1s89	1s90
1s91	1s92	1s93	1s94	1s95	1s96	1s97	1s98	1s99	1s100
1s101	1s102	1s103	1s104	1s105	1s106	1s107			

Social Studies

1z1	1z2	1z3	1z4	1z5	1z6	1z7	1z8	1z9	1z10
1z11	1z12	1z13	1z14	1z15	1z16	1z17	1z18	1z19	1z20
1z21	1z22	1z23	1z24	1z25	1z26	1z27	1z28	1z29	1z30
1z31	1z32	1z33	1z34	1z35	1z36	1z37	1z38	1z39	1z40
1z41	1z42	1z43	1z44	1z45	1z46	1z47	1z48	1z49	1z50

Health & Physical Education

1p1	1p2	1p3	1p4	1p5	1p6	1p7	1p8	1p9	1p10
1p11	1p12	1p13	1p14	1p15	1p16	1p17	1p18	1p19	1p20
1p21	1p22	1p23	1p24	1p25	1p26	1p27	1p28	1p29	1p30
1p31	1p32	1p33	1p34	1p35	1p36	1p37	1p38		

The Arts

1a1	1a2	1a3	1a4	1a5	1a6	1a7 1	1a8	1a9	1a10
1a11	1a12	1a13	1a14	1a15	1a16	1a17	1a18	1a19	1a20
1a21	1a22	1a23	1a24	1a25	1a26	1a27	1a28	1a29	1a30
1a31	1a32	1a33	1a34	1a35	1a36	1a37	1a38	1a39	1a40
1a41	1a42	1a43	1a44	1a45	1a46	1a47	1a48	1a49	1a50
1a51	1a52	1a53	1a54	1a55	1a56	1a57	1a58	1a59	1a60
1a61									

Expectation Summary

Selected | Assessed

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Language An Integrated Unit for Grade 1/2

English Language

2e1	1	2e2	2	2e3	1	2e4	2	2e5		2e6	1	2e7	1	2e8	3	2e9		2e10	
2e11		2e12		2e13		2e14		2e15		2e16		2e17	2	2e18		2e19		2e20	2
2e21	3	2e22		2e23	1	2e24		2e25	1	2e26	1	2e27	1	2e28	1	2e29	1	2e30	1
2e31		2e32		2e33		2e34	1	2e35	1	2e36		2e37	1	2e38		2e39		2e40	1
2e41		2e42		2e43		2e44		2e45		2e46	1	2e47		2e48		2e49		2e50	1
2e51		2e52		2e53	1	2e54		2e55		2e56		2e57		2e58		2e59	1	2e60	
2e61		2e62		2e63		2e64		2e65											

Mathematics

2m1	2m2	2m3	2m4	2m5	2m6	2m7	2m8	2m9	2m10
2m11	2m12	2m13	2m14	2m15	2m16	2m17	2m18	2m19	2m20
2m21	2m22	2m23	2m24	2m25	2m26	2m27	2m28	2m29	2m30
2m31	2m32	2m33	2m34	2m35	2m36	2m37	2m38	2m39	2m40
2m41	2m42	2m43	2m44	2m45	2m46	2m47	2m48	2m49	2m50
2m51	2m52	2m53	2m54	2m55	2m56	2m57	2m58	2m59	2m60
2m61	2m62	2m63	2m64	2m65	2m66	2m67	2m68	2m69	2m72
2m73	2m74	2m75	2m70	2m71	2m76	2m77	2m78	2m79	2m80
2m81	2m82	2m83	2m84	2m85	2m86	2m87	2m88	2m89	2m90
2m91	2m92	2m93	2m94	2m95	2m96	2m97	2m98	2m99	2m100
2m101	2m102	2m103	2m104	2m105	2m106	2m107	2m108	2m109	2m110
2m111	2m112								

Science and Technology

2s1 1	2s2	2s3	2s4	2s5	2s6	2s7	2s8	2s9	2s10
2s11	2s12	2s13 1	2s14	2s15	2s16	2s17	2s18	2s19	2s20
2s21	2s22	2s23	2s24	2s25	2s26	2s27	2s28	2s29	2s30
2s31	2s32	2s33	2s34	2s35	2s36	2s37	2s38	2s39	2s40
2s41	2s42	2s43	2s44	2s45	2s46	2s47	2s48	2s49	2s50
2s51	2s52	2s53	2s54	2s55	2s56	2s57	2s58	2s59	2s60
2s61	2s62	2s63	2s64	2s65	2s66	2s67	2s68	2s69	2s70
2s71	2s72	2s73	2s74	2s75	2s76	2s77	2s78	2s79	2s80
2s81	2s82	2s83	2s84	2s85	2s86	2s87	2s88	2s89	2s90
2s91	2s92	2s93	2s94	2s95	2s96	2s97	2s98	2s99	2s100
2s101	2s102	2s103	2s104	2s105	2s106	2s107	2s108	2s109	2s110

Social Studies

2z1	2z2	2z3	2z4	2z5	2z6	2z7	2z8	2z9	2z10
2z11	2z12	2z13	2z14	2z15	2z16	2z17	2z18	2z19	2z20
2z21	2z22	2z23	2z24	2z25	2z26	2z27	2z28	2z29	2z30
2z31	2z32	2z33	2z34	2z35	2z36	2z37	2z38	2z39	2z40
2z41	2z42	2z43	2z44	2z45	2z46	2z47	2z48		

Health & Physical Education

2p1	2p2	2p3	2p4	2p5	2p6	2p7	2p8	2p9	2p10
2p11	2p12	2p13	2p14	2p15	2p16	2p17	2p18	2p19	2p20
2p21	2p22	2p23	2p24	2p25	2p26	2p27	2p28	2p29	2p30
2p31	2p32	2p33	2p34	2p35	2p36	2p37	2p38	2p39	2p40
2p41									

The Arts

2a1	2a2	2a3	2a4	2a5	2a6	2a7 1	2a8	2a9	2a10
2a11	2a12	2a13	2a14	2a15	2a16	2a17	2a18	2a19	2a20
2a21	2a22	2a23	2a24	2a25	2a26	2a27	2a28	2a29	2a30
2a31	2a32	2a33	2a34	2a35	2a36	2a37	2a38	2a39	2a40
2a41	2a42	2a43	2a44	2a45	2a46	2a47	2a48	2a49	2a50
2a51	2a52	2a53	2a54	2a55	2a56	2a57	2a58	2a59	2a60
2a61	2a62	2a63	2a64	2a65	2a66	2a67			

Crazy About Creatures

Language An Integrated Unit for Grade 1/2

Analysis Of Unit Components

5 Subtasks
74 Expectations
81 Resources
62 Strategies & Groupings

-- Unique Expectations --
50 Language Expectations
4 Science And Tech Expectations
2 Arts Expectations

Resource Types

0 Rubrics
28 Blackline Masters
0 Licensed Software
34 Print Resources
2 Media Resources
1 Websites
13 Material Resources
1 Equipment / Manipulatives
0 Sample Graphics
2 Other Resources
0 Parent / Community
0 Companion Bookmarks

Groupings

4 Students Working As A Whole Class
1 Students Working In Pairs
4 Students Working In Small Groups
5 Students Working Individually

Teaching / Learning Strategies

1 Advance Organizer
3 Book Talks
1 Cloze
3 Conferencing
3 Demonstration
1 Guided Exploration
1 Guided Reading
1 Guided Writing
1 Practice And Drill
3 Read Along
1 Read Aloud
4 Word Wall
3 Workbook/work Sheets

Assessment Recording Devices

3 Anecdotal Record
2 Rating Scale

Assessment Strategies

4 Classroom Presentation
2 Conference
2 Observation
3 Performance Task
1 Response Journal
2 Select Response
3 Self Assessment